

Planning for Learning



Laura Terrill
lterrill@gmail.com
lauraterrill.wikispaces.com

Image: <http://www.clarkston.org/registration/BullsEye.htm>

Teaching is



*what occurs
outside the
head.*

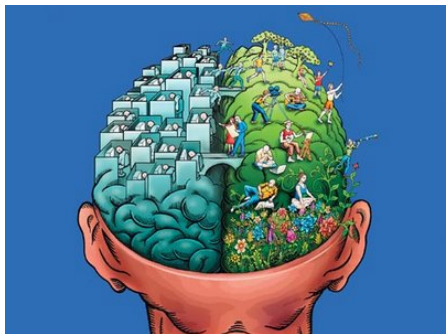
Ruby Payne

Teaching is



Ruby Payne

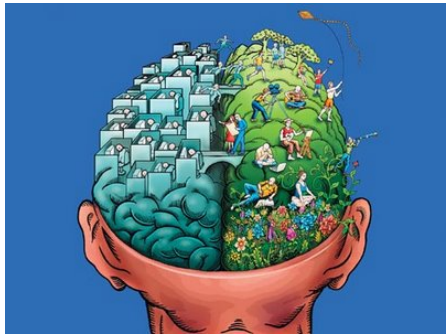
Learning is



*what occurs
inside the
head.*

Ruby Payne
image: artsjournal.com

Learning is



Ruby Payne
image: artsjournal.com

Communication:

knowing how,
when,
and why,
to say what
to whom

ACTFL



Use the target language as much as possible, but at least **????** of the time.

Use of the Target Language in the Classroom (May 2010)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#targetlang>



Use the target language as much as possible, but at least **90%** of the time.

Use of the Target Language in the Classroom (May 2010)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4368#targetlang>

head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair

Proficiency?

List 10 parts of the body.

Conjugate the verb "to be".

Use the future tense to say what you are going to do.

Replace the object in the sentence with a direct object pronoun.

Proficiency?

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you read the book?

Communication

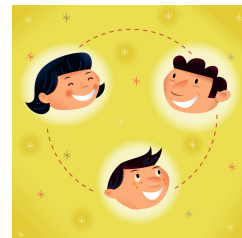
What does it mean to be proficient in a language?

or

How will my students use what I am teaching in a real-life context?

or

Will they really say it on the streets of (Paris)?



“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



image: trainingupdate.org

Targeted Language Goals

In 10 words or less, how would you define the goal for a level 2 high school class?

Targeted Language Goals - Parkway School District

Level 1

(Novice)

Level 2

(Nov. High - Int. Low)

Targeted Language Goals - Parkway School District

Level 1

(Novice)

use simple sentences / questions
on very familiar topics

Level 2

(Nov. High - Int. Low)

create with language at the sentence
level; ask questions

Level 3

(Int. Low – Mid)

develop ideas with supporting details
in three time frames

Level 4

(Int. Low - Mid)

narrate and describe in three time frames

Level 5

(Int. Mid – Pre Advanced)

state an opinion and defend/support that opinion

Level 1

express feelings and emotions

Function (s): state personal feelings

Context (s): react to headline news

Accuracy: verb “to be”, adj.
agreement

Shrum & Glisan

Level 3

express feelings and emotions

Function (s): express feelings in
different situations

Context (s): class reunion

Accuracy: subjunctive

Shrum & Glisan

Setting Goals

- Video p. 112
- Bell ringer
- Act. 1 p. 14
- Exprimons-nous p. 114
- Act. 4 p. 115
- Comparisons p. 123
- Reading p. 136
- Numbers to 60
- Homework

- State what classes you like/don't like and give a reason.
- Ask others for their opinions of classes.
- Say when you have a certain class.

Bien Dit! Level 1 Chapter 4

Setting Goals

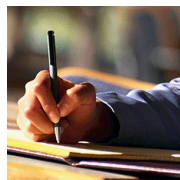
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Bien Dit! Level 1 Chapter 4

Three Modes of Communication



Interpretive

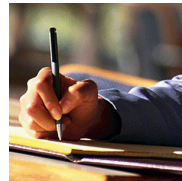
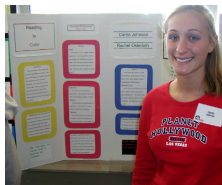


Presentational



Interpersonal

Three Modes of Communication



What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a travel video and jot down places of interest.	
3	Talk about what to do on the weekend.	
4	Send a letter to an e-pal.	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy something in the market.	

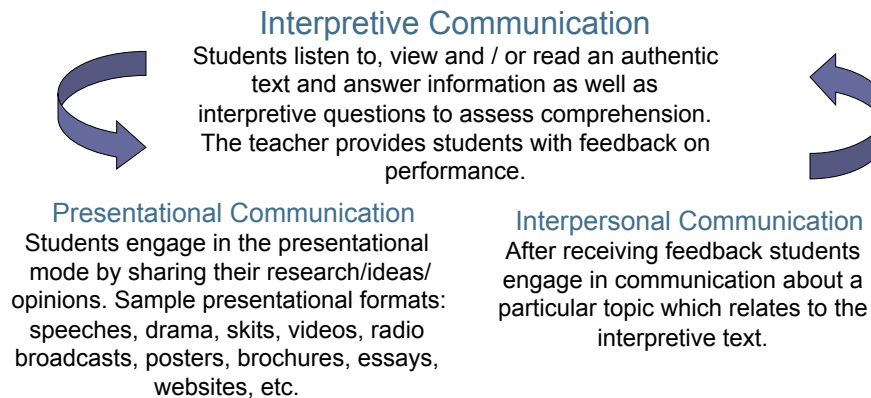
What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

French AP - 2012

- Section I (Interpretive Communication), 50% of exam score
 - Multiple Choice: 65 items in 9 sets
(4 reading sets, 2 sets that combine reading and listening, 3 listening sets)
- Section 2 (Interpersonal and Presentational Communication), 50% of exam score
 - Free Response: 4 items
- Interpersonal Writing
 - Students read a message and write a reply in which they respond to requests or questions posed in the message; they also ask for details about something mentioned in the message.
- Presentational Writing
 - Students write a persuasive essay on a specific topic. In the essay, they present the viewpoints expressed in a print source and an audio source, and they state and support their own viewpoint on the topic. Students also cite information from a third source (e.g., a chart, map, or table) to support the response.
- Interpersonal Speaking
 - Students participate in a simulated conversation (topic and situation are defined) by following an outline of five exchanges (also provided). 5 responses x 20 seconds each.
- Presentational Speaking
 - Students plan and give a two-minute oral presentation on a specific topic related to one of the six course themes. In the presentation, students first use *description* and *narration* to talk about their own experiences concerning the topic. Then, students make a *comparison* to something they've learned about the French-speaking world in relation to the topic. There is no source material for this task; students may cite examples from class readings or discussions, personal observations or life experiences, etc.

ACTFL Integrated Performance Assessment



Understandings/Essential Questions

Communication * Cultures * Connections *
Comparisons * Communities

AP Themes

Global Challenges * Science and Technology * Contemporary Life *
Personal and Public Identities * Families and Communities * Beauty
and Aesthetics

Topics

- | | | |
|----------------------------|-----------------------|-------------------------|
| • Consumerism | • Friendship | • Integration |
| • Conflict and Cooperation | • Life Skills | • Responsibility |
| • Human Rights | • Exploration | • Community Development |
| • Gender Issues | • Balance of Life | • Change |
| • Poverty | • A Healthy Lifestyle | • Liberty / Freedom |

Transitioning from the Textbook

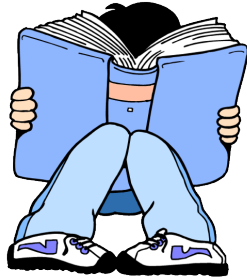
Textbook Topic	Revised Theme
Food	The Art of Food
Airplane / Hotel Travel	Travel as a Political Act
Daily Routine	Live Strong
Celebrations	Our Emotional Selves
Responsibility	Rites of Passage
Social Customs	Culture Shock
Restaurant	Why Food Matters
Health	Pursuit of Health and Happiness
Getting Acquainted	Who am I?
?????	

Transitioning from the Textbook

Textbook Topic	Revised Theme
Food	
Airplane / Hotel Travel	
Daily Routine	
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Responsibility	
Social Customs	
Restaurant	
Health	
Getting Acquainted	
?????	

Three Modes of Communication

Interpretive



Theme: Global Challenges
Topic: Endangered Species

Enduring Understandings:

- All living things have certain needs to sustain life.
- Living things are easily impacted by environmental conditions.
- Different animals live in different regions.
- Animals have similar and different physical characteristics.

Essential Questions:

- How does weather/climate impact animal life?
- How do we decide if a species is endangered or not?
- How do humans impact the quality of animal life?

Complex Thinking — Simple Language

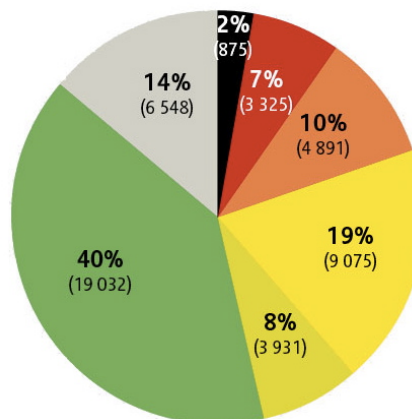


No soy un abrigo.

Helena Curtain

Interpretive with strong visual support

-  Données insuffisantes
-  Préoccupation mineure
-  Quasi menacée
-  Vulnérable
-  En danger
-  En danger critique
-  d'extinction
Éteinte ou éteinte à l'état sa



Pair students - give them a time limit and tell them to make statements or ask each other questions about the document.

<http://www.actu-environnement.com/ae/dossiers/biodiversite-convention-conference-nagoya/biodiversite-graphique.php4>

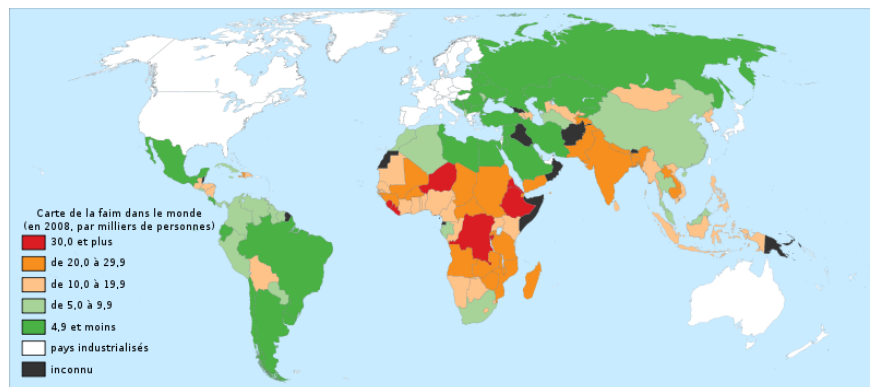
Theme: Global Challenges / Contemporary Life

Topic: Food and Hunger

Language Functions/Goals:

- Describe a typical day of eating for yourself and others
- Ask and answer questions about hunger and thirst
- Explain hunger
- Purchase food in markets and restaurants
- State likes, dislikes and preferences with regard to food
- Ask and answer questions about allergies

La faim dans le monde



http://commons.wikimedia.org/wiki/File:Carte_de_la_faim_dans_le_monde.svg



Qu'est ce qu'un locavore?

Etes-vous un « locavore » ? Locavore ? Qu'est ce que ça ? Le locavore est une nouvelle espèce apparue à San Francisco, il y a deux ans et, qui est devenue un véritable mouvement basé sur une idée simple : Consommer et manger local ! Les locavores (ou localviores) ne consomment donc que des aliments produits dans un rayon proche de 200 kilomètres. C'est donc tout un mode d'achat et de consommation à remettre en cause...Adieu les fraises pour Noël, les tomates en février...

Eh oui ! C'est une habitude un peu catastrophique... pratiquement tous les fruits et légumes sont disponibles toute l'année dans les rayons des grands magasins. Mais, il se trouve que la nature étant ce qu'elle est, c'est à dire, divisée en saisons, il n'y a que deux solutions pour que c'est produits arrivent dans nos assiettes hors saison : Soit ils viennent de très loin par avion, soit ils sont en culture forcée dans des serres surchauffées. Dans les deux cas, leur bilan carbone est catastrophique ! Et donc leur impact écologique énorme sans compter leur impact sanitaire.....

<http://www.simplifiersavie.com/quest-ce-quun-locavore.html>

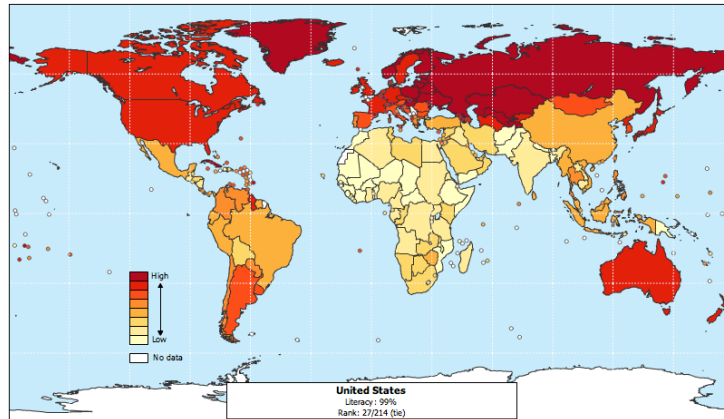
Theme: Contemporary Life

Topic: Does Education Make the Man?

Language Functions/Goals:

- Identify the basic characteristics of a literate person
- Explain differences in educational systems
- Set personal educational goals
- Comment on likes and dislikes with regard to school

World Literacy Rates



Interactive Map

<http://www.sitesatlas.com/Thematic-Maps/Literacy-rate.html>

En 1985, 200 millions
d'enfants n'allaient pas à l'
école
Aujourd'hui, dans plus de 60 pays
en développement, 90 % des enfants
sont scolarisés dans le primaire.

**l'école
pour tous**

En 2008, 83 millions
d'enfants ne vont pas à l'
école primaire
Entre 1999 et 2005,
688 millions d'enfants ont
pu être scolarisés.

Ouvrir la voie vers l'éducation
pour tous, c'est aussi éliminer les
frais scolaires

En 2007, 11 millions d'enfants
et 100 000 enseignants
ont reçu des fournitures gratuites.



« L'Enfant a le droit à
l'éducation qui favorise
l'épanouissement de sa
personnalité et le prépare
à sa vie d'adulte.

L'État doit rendre obligatoire
et gratuit l'enseignement
primaire, faciliter l'accès à
l'enseignement secondaire
et supérieur, en fonction des
capacités de chacun. »

Articles 28, 29
Convention internationale des droits de l'enfant.

UNISSONS-NOUS !
Pour assurer l'éducation
primaire pour tous, dans
le respect des valeurs de
chacun et sur la base de
l'égalité des chances et des
sexes.

Source - UNICEF

Grammar in Context

Presentation

A

C

E

Shrum & Glisan

Déjeuner du matin, Jacques Prévert

Il a mis le café	Sans me parler
Dans la tasse	Sans me regarder
Il a mis le lait	Il s'est levé
Dans la tasse de café	Il a mis
Il a mis le sucre	Son chapeau sur la tête
Dans le café au lait	Il a mis son manteau de pluie
Avec la petite cuiller	Parce qu'il pleuvait
Il a tourné	Et il est parti
Il a bu le café au lait	Sous la pluie
Et il a reposé la tasse	Sans une parole
Sans me parler	Sans me regarder
Il a allumé	Et moi j'ai pris
Une cigarette	Ma tête dans ma main
Il a fait des ronds	Et j'ai pleuré.
Avec la fumée	
Il a mis les cendres	
Dans le cendrier	

Déjeuner du matin, Jacques Prévert

He put the coffee In the cup
He put milk In the coffee cup
He put sugar In the coffee with milk
With the small spoon
He stirred
He drank
the coffee with milk
And he set the cup down
Without speaking to me
He lit a cigarette
He blew rings
With the smoke
He put the ashes
In the ashtray

Without speaking to me
Without looking at me
He got up
He put his hat on his head
He put on his raincoat
Because it was raining
And he left
Under the rain
Without a word
Without looking at me
And me I put
My head in my hands
And I cried.

Déjeuner du matin, Jacques Prévert

He **put** the coffee In the cup
He put milk In the coffee cup
He put sugar In the coffee with
milk
With the small spoon
He **stirred**
He **drank**
the coffee with milk
And he **set** the cup down
Without speaking to me
He **lit** a cigarette
He **blew** rings
With the smoke
He put the ashes In the ashtray

Without speaking to me
Without looking at me
He got up
He put his hat on his head
He put on his raincoat
Because it was raining
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Grammar in Context

Presentation

Attention

C

E

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Grammar in Context

Presentation

Attention

Co-construct

E

Passé composé

nager Hier, j' **ai nagé** à la plage.

écouter D'abord, j' _____ de la
musique.

Passé composé

nager Hier, j' **ai nagé** à la plage.

écouter D'abord, j' **ai écouté** de la
musique.

Passé composé

nager Hier, j' **ai nagé** à la plage.

Écouter D'abord, j' **ai écouté** de la musique.

jouer Puis, j' _____ au volleyball.

Passé composé

nager Hier, j' **ai nagé** à la plage.

écouter D'abord, j' **ai écouté** de la
musique.

jouer Puis, j' **ai joué** au volleyball.

Passé composé

nager Hier, j' **ai nagé** à la plage.

écouter D'abord, j' **ai écouté** de la
musique.

jouer Puis, j' **ai joué** au volleyball.

gagner J' _____ le match.

Passé composé

nager Hier, j' **ai nagé** à la plage.

Écouter D'abord, j' **ai écouté** de la musique.

jouer Puis, j' **ai joué** au volleyball.

Gagner J' **ai gagné** le match.

If you were a textbook author, how would you explain how to speak and write in the past?

Grammar in Context

Presentation

Attention

Co-construct

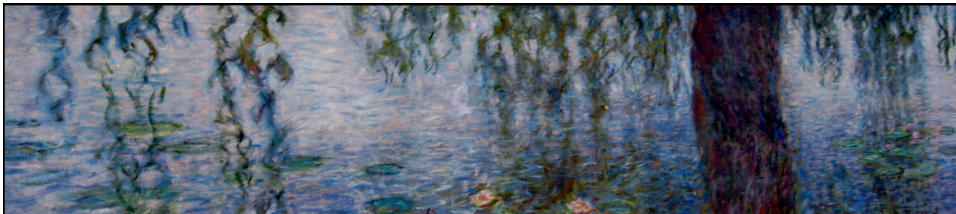
Extend

"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to grow...
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987



Laura Terrill
World Language / ELL Consultant
8529 Stark Drive
Indianapolis, IN 46216
Cell: 314-369-9678
Home: 317-546-2626
Email: lterrill@gmail.com
lauraterrill.wikispaces.com